

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☒ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Ms. Sheryl Rednor

Official School Name: Pima Elementary School

School Mailing Address: 8330 E. Osborn Road
 Scottsdale, AZ 85251-5904

County: Maricopa State School Code Number: N/A

Telephone: (480) 484-2800 E-mail: srednor@susd.org
Fax: (480) 484-2801 Web URL: http://susd.pima.schoolfusion.us/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Gary Catalani Ed.D. Superintendent e-mail: gcatalani@susd.org

District Name: Scottsdale Unified School District District Phone: _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Jennifer Petersen

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 19 Elementary schools
 (per district designation) 6 Middle/Junior high schools
6 High schools
0 K-12 schools
31 Total schools in district
2. District per-pupil expenditure: 5763

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	10	10	20		6	55	41	96
K	48	54	102		7	0	0	0
1	40	42	82		8	0	0	0
2	45	54	99		9	0	0	0
3	51	45	96		10	0	0	0
4	49	43	92		11	0	0	0
5	48	57	105		12	0	0	0
Total in Applying School:								692

6. Racial/ethnic composition of the school: 7 % American Indian or Alaska Native
4 % Asian
5 % Black or African American
19 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
64 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 22%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	76
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	67
(3)	Total of all transferred students [sum of rows (1) and (2)].	143
(4)	Total number of students in the school as of October 1, 2009	647
(5)	Total transferred students in row (3) divided by total students in row (4).	0.22
(6)	Amount in row (5) multiplied by 100.	22

8. Percent limited English proficient students in the school: 7%
Total number of limited English proficient students in the school: 54
Number of languages represented, not including English: 12
Specify languages:

Spanish, Albanian ,Punjabi, Thai, Serbian, French, Tagalog, Arabic, Romanian, Navajo, Farsi, Other Indian

9. Percent of students eligible for free/reduced-priced meals: 49%

Total number of students who qualify: 337

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%

Total number of students served: 91

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>20</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>34</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>0</u>
Special resource teachers/specialists	<u>11</u>	<u>10</u>
Paraprofessionals	<u>20</u>	<u>0</u>
Support staff	<u>8</u>	<u>2</u>
Total number	<u>68</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 27:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	95%	95%	95%
Daily teacher attendance	96%	95%	93%	95%	95%
Teacher turnover rate	5%	5%	5%	5%	5%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Data is not accessible regarding teacher attendance rates prior to 2007. Data is estimated per previous years' data as per phone conversation with RMC Research.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Pima Elementary School's mission is to provide a rigorous academic environment that supports and nurtures the development of respect, responsibility and citizenship skills necessary for success in the 21st Century. Efforts are concentrated on the acquisition of both academic and social skills and building a life-long desire for learning. Pima's mission aligns with Scottsdale Unified School District's (SUSD) mission "To deliver a world-class education promoting the highest level of academic achievement, creativity and personal growth that will inspire greatness in today's students and tomorrow's leaders." Unique in its status, Pima, the only Excelling Title I school in SUSD, is a recognized leader in public education.

Traditions at Pima support parental involvement. Families look forward to the monthly Flag Raising Ceremony, which showcases and develops patriotism and community engagement. Quarterly, students celebrate the achievement of their reading goals during lunch period. In addition, Literacy Nights are an annual tradition at Pima. Students receive a new book, and while enjoying this festive occasion, participants engage in literacy and technology activities.

Pima celebrated its 50th anniversary in 2010. This significant milestone was commemorated throughout the year by creating partnerships with the entire community. In 2003, Pima first achieved Excelling status based on the AZ Learns profile by the Arizona Department of Education. Pima has achieved this milestone consecutively for eight years (2003- 2010).

Pima is a diverse community. Socio-economically, it includes middle class families, and over 50% of its families are identified as receiving free and reduced lunch. The school serves 692 students in grades pre-K through sixth grade. The student population includes 17% who speak a language other than English at home, with 12 languages represented. The population includes a significant number of both Spanish-speaking and Native American students. Additionally, Pima educates special education students identified as autistic or emotionally disabled.

Pima's greatest **strengths and accomplishments** include:

- **A focus on basic skills and essential standards.** Teachers ensure that all students have a sound foundation in basic skills by implementing research-based practices. In addition to concentrating instruction on grade level standards, remediation occurs through small group instruction and tutoring during the day, and before and after school.
- **An understanding of the importance of using student achievement data.** The staff pays close attention to standardized, state mandated and District benchmark assessments and uses the results to improve instruction. Regular assessments throughout the school year are a part of every Pima student's academic program. Instructional decisions are made based on both individual and group achievement data.
- **Use of time with a focus on learning.** Staff is committed to eliminating distractions, developing and implementing instructional schedules that promote time on task and reducing non-instructional activities during the school day.
- **Maintaining a positive learning environment.** "Be safe, Be respectful, Be responsible." All students are aware of the expectations and are responsible for maintaining the positive learning environment.
- **High expectations for students and teachers.** Pima staff believes that all students will be successful. The focus is on teaching the essential standards. Teachers differentiate instruction to

meet the needs of all students by challenging each child at his/her individual academic achievement level. Pima staff believes in the importance of student growth.

- **Communication between home and school.** The Principal communicates with students and community members through weekly newsletters and consistently updated Web pages. Teachers send home regular communications and maintain classroom Web pages. All staff makes proactive, positive contact with parents a priority at Pima; the staff is highly accessible to parents.
- **Pima is a neighborhood community school.** Pima is recognized for its strong partnership between students, parents, community and staff. Pima hosts school events such as Title I sponsored Read and Feed nights and Open Library Mornings before school. PTO sponsored activities, such as Family Fun Night and Carnival attract families and neighbors from the surrounding community. The belief is that it takes an entire community to ensure the success of children.
- **A focus on school wide programs.** Pima embraces research-based programs that make a difference in student achievement by providing academic consistency. Programs are implemented with fidelity and integrity.
- **No surprises.** The staff knows what to expect in working with the administrative team. All faculty members are involved in setting and communicating goals for the school and helping everyone get to them. Decisions are based on experience, sound reasoning, logical thinking, and doing what is best for students.

True to our mission, Pima believes that what makes Pima Elementary School worthy of Blue Ribbon status is keeping it **SIMPLE**:

Strategies focusing on SMART (Sustained Measurable Attainable Results-oriented Time-bound) Goals

Integrity

Measurable and attainable goals

Professional Learning Communities

Long-term commitment

Essential learning

1. Assessment Results:

The Arizona Instrument to Measure Standards (AIMS) is a criterion referenced assessment measuring the state's adopted standards. The AIMS test is used for the calculation of Adequate Yearly Progress (AYP) for grades 3-8 and high school. The performance level descriptors are **Falls Far Below**, **Approaches**, **Meets and Exceeds the standard**. Students are designated as passing if they receive a Meets or Exceeds performance level; this is the same criteria used for the AYP calculations for percentage of students considered proficient. The AIMS summary results and performance level descriptors, along with the scale score tables, can be accessed on the Arizona Department of Education web page at <http://www.ade.az.gov/researchpolicy/AIMSResults/>. During 2010, the AIMS math assessment changed to reflect new state standards which resulted in new standards setting and performance level cut scores being created. This change resulted in significant decreases in student achievement statewide in all grade levels. Pima's AIMS math results were also negatively impacted by the change in the AIMS assessment, cut scores and performance levels.

From 2005 to 2009, Pima continued to see increased student achievement in math in grades 3 and 6 on AIMS and mixed performance in grades 4 and 5. As mentioned earlier, the performance on AIMS in 2010 demonstrates a decrease in students passing AIMS in grades 3-6. Despite this data, the percentage of students passing AIMS (meeting and exceeding the standard) has increased from the baseline year (2005) to the current year (2010) by eleven (11) to twenty-four (24) percentage points across grades 3-6. When comparing the most recent two years of data (2008-09 and 2009-10), the percentage of students passing AIMS decreased across grades. Pima saw a decrease of six (6) to twelve (12) percentage points.

According to aggregated data at the school level by content area, Pima was identified as "making progress" in math for the all student groups and the Asian, low socioeconomic status (SES), Hispanic and White subgroups. Pima did not make progress for the African-American, ELL, Native American and Special Education subgroups. The percentage of students passing reading across all grades is 77.75%. Achievement gaps of more than 10 percentage points exist in these subgroups: Native American (60.5%), African-American (58.75%), ELL (57.25%) and Special Education (45.75%).

During the past five years, Pima has continued to see relatively stable or increased student achievement in reading in grades 3-6 on AIMS. The percentage of students passing AIMS (meeting and exceeding the standard) has increased from the baseline year (2005) by five (5) to fourteen (14) percentage points across these grade levels. When comparing the most recent two years of data (2008-09 and 2009-10), the percentage of students passing AIMS has been mixed. Pima saw a decrease in grade 3 (two percentage points), no change in grade 4, an increase in grade 5 (two percentage points) and a decrease in grade 6 (four percentage points).

According to aggregated data at the school level, Pima was identified as "making progress" in math for the White subgroup. Pima did not make progress for the African-American, Hispanic, Asian, low SES, English Language Learner, Native American and Special Education subgroups. The percentage of students passing reading across all grades is 87.25%. Achievement gaps of more than 10 percentage points exist in the following subgroups: Native American (75.25%), African-American (73.5%), ELL (69.75%) and Special Education (56.75%). This information is reported on the Arizona Department of Education Web page.

Closing the achievement gap between the test scores of all Pima students and those of identified subgroups is a top priority for Pima's staff. Pima's action plan involves intensive strategies, including small group tutoring, to fill in areas of academic weakness that hinder these students.

Pima's Community Specialist personally contacts parents to stress the importance of before and after school tutoring and computer intervention programs and encourages students' attendance. Native American students' needs are specifically addressed within small groups funded by an Indian Education Grant.

Pima is fortunate to have a strong ELL department. With additional staffing for the current school year, the ELL population is supported with personalized small group learning. Additionally, Pima staff takes advantage of the ELL department's professional development in order to enrich teaching strategies.

Pima's Special Education team, inclusive of the school psychologist, Special Education teachers, and classroom teachers, meets regularly to discuss specific goals and interventions. Even with intensive programs, some students may still be at risk of not closing the achievement gap. To address this, Pima hired a highly trained Instructional Coach who is available daily to support not only students, but staff as well.

The bar is set high at Pima. The belief is that this bar must not be lowered; it is imperative to give every student the necessary tools for their success. How to close the achievement gap is a responsibility that the Pima faculty collectively shares.

2. Using Assessment Results:

Pima and the District assessment personnel support teachers by providing increased opportunities and support to raise student academic performance. Primary grade teachers analyze data in order to monitor progress by administering diagnostic screenings, Developmental Reading Assessments (DRAs), weekly phonogram tests and curriculum designed measurements. Intermediate grade teachers utilize Arizona State assessment results and content area and teacher created assessments. All teachers at Pima actively use this data systematically to set learning goals and make decisions for their students.

Classroom teachers collaborate with content area specialists in professional learning communities in order to analyze instruction, identify patterns and trends and pinpoint areas of refinement. Teachers work collaboratively with administration and instructional coaches to review individual and group scores (quarterly and annually) to see where instruction can be improved. Assessment data is examined and reviewed in an ongoing process with staff school wide. Assessment based formal and informal collaboration is a part of the culture of Pima.

Based on the information generated from data analysis, lists of specific needs for each student are developed to align and match with instructional remediation and enrichment opportunities.

Data specific remediation/enrichment examples include:

- Response to Intervention (RTI) occurs in all grade levels in the areas of math and reading. Weekly probes are administered to qualifying students and scores are mapped and shared with staff in order to provide valuable information which helps to drive instruction.
- Title I Reading Specialist identifies and works daily with at-risk students in the areas of literacy and math. Students are regularly assessed and grouped flexibly for instruction depending upon assessment results. Flexible grouping is on a "push in or pull out" format in direct response to the needs of the students and teachers.
- Morning "Success Club" - Students are personally invited to work on research-based computer programs, such as "Successmaker" or "Essential Skills" before school. These are both intervention/enrichment programs. Data is shared with teachers on a weekly basis.
- Before/After School Tutoring- Based on previous years' state assessment results and/or classroom formative and summative results, recommendations are made for students to be invited to take advantage of this free program.

- Summer School and Saturday School- Based on data, students are invited to attend a site based “Jump Start” program. Pima teachers work with students in small groups in order to best meet the needs of students. Data is collected and shared with parents, students and teachers.

3. Communicating Assessment Results:

Administration and staff are committed to sharing and celebrating assessment data with students, parents, staff and all other stakeholders. Assessment data is sent home to parents from the school district and is available online for parents to review. Administration disseminates data with students by grade level. Specific results and meaningful information are conveyed in student friendly language. Teachers discuss information with parents and students regarding results of state assessments, quarterly benchmark assessments and daily classroom assessments. Pima teachers send home progress reports and communicate with parents openly through the use of phone calls and e-mails. Additionally, they communicate through weekly online grade updates (grades 5 & 6), formal and informal conferences and quarterly report cards. Parents are provided direct access to Pima’s core content programs.

Pima teachers and administration facilitate an annual AIMS parent information night in order to convey the importance of test taking strategies and overall tips for success and achievement. Pima’s AIMS results are celebrated during this annual event. Time is allowed for questions and answers to ensure that parents understand the data. Parents are praised for the support they provide and the true difference they make in their children’s lives.

The Pima principal commits to a unique approach in meeting with each and every student prior to state testing in order to communicate the importance of the relationship between achievement and setting high goals. Students review their personal data to ensure their understanding of the data. Complementing this strategy, the principal sends home a letter to every Pima family discussing ways they can support their child during the testing process (ie. being prompt, eating a healthy breakfast, getting a good night’s sleep and doing their best, etc.).

Title I informational nights are established to inform parents of the benefits of being a Title I school and to educate parents about ways they can help their children be successful in school (ie. reading with students, quiet study areas, etc.).

Pima is fortunate to have a full-time community specialist who is a direct link between the community and school. She provides parent communications in both English and Spanish in order to best educate and inform the community. Communicating with Pima’s diverse community, including businesses and residents without children currently in school, is critical. Information is shared and celebrated on Pima’s Web site and with the local media.

4. Sharing Lessons Learned:

Pima has shown and shared successes within SUSD and other schools throughout Arizona. Pima emphasizes sharing because it creates a win-win situation and benefits all. Pima’s belief is that ideas are born from other ideas.

- **Networks** have been created with other districts in the Phoenix area in order to share and communicate the systems that have created success for students at Pima. For example, Pima administration discusses data desegregation methods, family involvement events, individual student goal setting and daily operation of the school with school administrators in the greater Phoenix area.
- **Collaboration** has been established with Scottsdale Community College and neighboring universities. Pima classroom teachers mentor, support and share with student teachers and interns

their successes and best practices. These future teachers incorporate these best practices into later teaching practice.

- **Data analysis** with Title I Principals in Scottsdale occurs monthly to discuss test data, needs of the community and how to best address them collaboratively. Additionally, opportunities are provided for District specialists and teachers from other schools to visit the Pima campus to observe the academic climate and community events.
- **Classroom Walk Throughs (CWT)** are a celebration of Pima's culture. District level teams, who are learning how to effectively conduct CWT's, are invited into Pima classrooms in order to gather data and ideas regarding classroom practices. Analysis of this data is sent to the Superintendent and Governing Board for further compilation.
- **District Articulation Day-** All staff members from Pima's complex, which includes neighboring schools and feeder schools, met to share data regarding family involvement opportunities and school-wide community celebrations. Pima's parent organization and community played a critical role in facilitating and sharing the successful parental involvement activities held on the Pima campus. This sharing assisted in the creation of a complex-wide parent involvement goal.
- **Team visits** to Pima from other Title I schools in Arizona help others learn firsthand the keys to Pima's success in improving student achievement. Furthermore, Instructional Coaches and Title I Specialist teams visit Pima on a regular basis to observe successful teaching practices and to gather ideas to bring back to their campuses.
- **Mentoring and leadership-** As a continuing Excelling Title I school in the state of Arizona, Pima's principal is recognized as a strong leader, role model and mentor for other principals.

1. Curriculum:

The Pima staff educates the whole child. Pima focuses on Core Curriculum as determined by Arizona State Department of Education and District standards. Scottsdale Unified School District adopts materials to support the curriculum which includes Houghton Mifflin, Math Connects and FOSS Science. Teachers focus on teaching the essential standards. Programs are used with fidelity and consistency.

District and Campus Specialists meet with professional learning communities to support teachers in the planning and implementation of programs based on student data. They differentiate instruction so that all students receive the instruction they need, whether they are below grade level and need tutoring to catch up or they are high achievers and need enrichment and motivation to continue to perform at exceptional levels.

- **Reading/Language Arts** instruction is supported through the SUSD adopted Houghton Mifflin program and Pima adopted Spalding Phonics programs. (Reading will be specifically addressed in # 4.)

Writing is woven throughout instruction, with a concerted effort to improve and enhance writing skills. Furthermore, monthly school-wide writing practice days, followed by scoring of essays by teams of teachers and individual conferences held with students to discuss their writing progress, are critical to the success of the writing program as revealed by high scores on state tests. The goal is to have students proud and eager to share their writing.

Teachers are extensively trained in Write From the Beginning, Write to the Future and Path to Proficiency which stem from the research-based program, Thinking Maps. Trainers of Trainers work with their assigned grade levels to ensure the fidelity of the programs is articulated. Writing is identified as a Core Subject at Pima and is consistently taught and evaluated.

- **Math** instruction in Scottsdale Unified School District is supported by the Math Connects program. Teachers utilize interactive online and SMART Board lessons to engage their students. Pima teachers embrace this program because it is a research-based program that includes differentiated instruction, cognitive development and ELL lessons that meet the needs of Pima's diverse population.

Pima hosts several family events to promote parental involvement and support of this program. Math nights include hands-on experiences which include utilizing technology, so that parents feel confident in supporting their children at home. They learn how to access the variety of options that will support the program. Parent education sessions are designed to focus on parents' involvement with instruction and learning as it relates to their own children.

- **Science** instruction in SUSD is supported through the use of FOSS hands on science kits, an inquiry-based program that incorporates authentic literature and explorations. Pima teachers go beyond the textbooks to bring Science to real life by utilizing 21st Century Skills in Pima classrooms. Additionally, teachers have full access to Discovery Education, which allows Professional Development opportunities and endless multimedia resources to enhance the curriculum. The school has made Science a priority by allocating a classroom specifically for science lab use. Students use Science Notebooking to complement the inquiry process.
- **Visual Arts** are delivered to all Pima students. Students are enthusiastic about the program, and many also take advantage of the extracurricular opportunities available to them. The instruction is

aligned to state and District standards. Pima's Art instructor works collaboratively with classroom teachers to ensure integration between the art program and classroom instruction specific to **Social Studies**. It is designed to complement instruction. The campus is enriched by the art that is proudly displayed on the Pima campus throughout the year on permanent structures and rotated displays.

- **Performing Arts** is an integral part of the Pima culture. The vocal music teacher's goal is for every student in grades K-6 to display their talents on stage. Before and after school opportunities include performing with another Title I campus, and Pima Singers perform at our local Barnes and Noble help to raise money to buy books for the school library. Pima Singers perform several times during the holidays at a local outdoor mall which proudly showcases the school. The culminating event of Pima Singers involves a professional level production. Pima's strong Fine Arts programs also include Band and Strings in 4th, 5th and 6th grades. They showcase their work at bi- annual concerts and at monthly flag raising ceremonies. The entire Fine Arts team displays their work at a Spring Art Walk. Pima's Fine Arts program contributes to the development of well-rounded students.
- **Physical Education, Health and Nutrition** are offered to all Pima students. There is a strong emphasis on human anatomy, sports skills and appropriate behavior. Students can proudly name body facts about the heart and different systems which encourages knowledge of a healthy lifestyle that includes instruction in health and nutrition. Students are actively participating in the Presidential Fitness Award program. Pima's PE teachers work closely with classroom teachers to foster a strong connection campus-wide.

2. Reading/English:

Pima provides a balanced approach to **reading** that includes phonemic awareness, phonics, fluency, comprehension and vocabulary. This supports Pima's belief in building a literacy foundation that begins with a solid phonics program in the primary grades. The use of Spalding phonics by formally trained teachers in grades Pre-K-3 has been instrumental in providing basic letter and word recognition skills students need for beginning reading. Focused literacy blocks occur in each grade level allowing classroom teachers to provide whole and small group instruction on a daily basis. The Title I Reading Specialist and Instructional Coach work with students to implement structured intervention and enrichment opportunities. Ongoing formative and summative assessments are used to determine independent and instructional reading levels for each student. Students conference with the principal and teachers and are expected to set individual reading goals to foster ownership of their reading level and individual growth. Teachers offer guidance, empowering students to set and achieve high personal goals.

Pima is dedicated to improving student reading strategies and comprehension of nonfictional text. The Site Improvement Plan (SIP) goal states that Pima will work to improve Pre-K through 6th grade student literacy emphasizing informational text by using a variety of assessments as developed by PLC's to include, but not be limited to: AIMS, Galileo, District curriculum assessments and teacher common assessments to measure growth. Pima's librarian has provided a significant number of high-interest, nonfiction books in the library. Pima has documented a dramatic increase in the number of nonfiction books checked out and read by students, which is directly correlated to the increase in State and classroom test scores.

Interventions for students performing below grade level include allowing more time, supplementing texts at appropriate instructional reading levels and re-teaching lessons in small groups. Students who need further interventions are also invited to participate in tutoring opportunities. Lessons are scaffolded, and background knowledge is developed prior to reading.

Through Title I funding, parent involvement activities are provided that include Open Library Mornings for families to come and read together. Parent education sessions are scheduled through the year which is designed to focus on parents' involvement and to fit the needs of our busy parent community. Title I

funds and the PTO sponsor community building events such as “Read and Feed,” a pizza and literacy night for parents and students, and “Come Read with Me” night, featuring literacy based activities.

3. Mathematics:

Pima currently uses the Math Connects program from Macmillan McGraw-Hill for K-6th grades. This program is closely aligned with the Arizona State Standards as well as the Common Core Standards. Daily lessons are introduced with active participation in hands-on and/or interactive SMART Board format to keep the students engaged in their learning. Teachers have a variety of scaffolded choices for re-teaching, skill building and homework practice. This support comes in several forms including textbooks, worksheets and on line (both at school and at home) to ensure students are able to master each concept. Furthermore, every concept is supported by a variety of problem-solving practice for students to build strong skills in analyzing word problems.

This program is designed to give teachers a variety of ways to easily differentiate daily with the assessment opportunities that are built into each chapter and lesson. This differentiation supports struggling math students. Each teacher has a Math Connects Strategic Intervention Guide which provides specific resources by concept for students in need. Teachers begin a chapter with a pre-assessment to assess how ready each student is for the chapter. Every lesson has specific question numbers for students to complete depending on whether they are English Language Learners (ELL), challenged in the current concept or ready for enriching opportunities. Teachers have a variety of chapter assessments to reassess students who need more time to master a concept.

Pima teachers also integrate Mountain Math, a supplemental concept-based, high interest program to assist and review daily grade level specific concepts throughout the year. Students also spend 30-60 minutes weekly working on the adaptive curriculum software program, Successmaker, which provides students with a personalized path to mastery of core skills. Students who are struggling in math are invited to the before school Successmaker Club which allows for individual time to master the skills they need to further develop. Students who are performing below grade level are able to obtain free before and after school tutoring in Math.

Throughout the math program, many teachers help students organize key information and concepts by keeping notebooks with “Dinah Zike’s notebook foldables.” This is a research-based activity in which students use paper folding, paper flaps and color-coding to facilitate processing and allow a deeper understanding of a concept.

Pima has created a partnership between students, parents and staff with an emphasis on math academic achievement with one common goal of improving student achievement.

4. Additional Curriculum Area:

An essential element of Pima’s mission is its commitment to producing students who will thrive in a world that is increasingly technologically driven. Pima staff strongly believes that **technology** is a vital component of the curriculum. Pima’s dedicated teachers strive to provide students with the perfect marriage of traditional learning methods and innovative technology.

Pima students are not just passively exposed to technology; they are encouraged to become active participants. District-level technology specialists not only train Pima staff members, they also dedicate time and resources to training Pima’s own “Geek Squad” comprised of 4th, 5th and 6th grade students. Members of Pima’s highly trained Geek Squad are always on call to teach teachers about anything from troubleshooting classroom technology problems to SMART Board tips.

Teachers make maximum use of technology, including the research-based Successmaker program, a reading and math program that continually adjusts to a student’s instructional level. This program

provides immediate feedback to the student, teacher, parents and administration. It is directly tied to RTI, a tier two intervention program used at Pima.

From their first day of school, Pima students start to use computer programs, such as Bernie's Typing Skills and STAR assessments. By the end of their first full instructional year, a Kindergartener is just as comfortable sitting in front of a computer screen and keyboard as they are with paper and pencil. As Pima students grow, they are challenged to involve technology even more into their learning experience.

Sixth graders have the additional requirement of a technology course as part of their daily curriculum. By the end of their 6th grade year, students have mastered a multitude of 21st Century Skills, including communicating effectively on the class School Fusion Blog, creating and electronically sharing presentations using Microsoft Excel and PowerPoint and efficiently using Internet for research projects.

In keeping with Pima's commitment to produce students with 21st Century Skills, many Pima teachers are trained instructors with the Intel Teach Program (ITP). This ground-breaking program engages participants in the development of 21st Century Skills and the integration of technology for teaching and learning. Pima's ITP teachers collaborate, analyze the quality of information, problem-solve and communicate using online resources and technology tools. This is all done with the goal of developing project-based units of instruction aligned to standards with multiple forms of summative and formative assessments.

5. Instructional Methods:

Pima teachers have a genuine desire to not only meet the needs of each student, but to cultivate lifelong learners as well. This is evident in how each teacher demonstrates his or her careful consideration of assignments, instruction of strategies and assessments as well as commitment to learning. Teachers engage in a variety of trainings on how to meet the needs of all students, including English Language Learners and Special Education students, both at the District and site level. During the 2009-2010 school year, teachers at Pima participated in 15 hours of training focused on differentiated instruction. Additionally, every teacher on campus has completed at least 60 hours of English Immersion Studies.

Pima believes each teacher on campus has a vital role in meeting the needs of all students. Pima's English Language Learner, Special Education, Special Area and Gifted Education teachers, as well as our Title I Specialist and Instructional Coach, collaborate with classroom teachers in professional learning communities (PLC), by offering trainings in their area of expertise and on an individual basis to support curricular and student needs within the classroom. Teachers and specialists also collaborate regularly during PLC meetings to analyze data and student work, so that appropriate instructional strategies and assignments are chosen.

To create a culture of differentiated instruction, each grade level team has a designated block of time for intervention and enrichment. Students are often flexibly grouped during the intervention and enrichment block to focus on specific skills and maintain a high level of engagement. At this time, specialists often "push in" to support classroom teachers or model lessons.

To ensure students are able to demonstrate knowledge and understanding at various levels, Pima utilizes multiple measures to assess learning. Students are often able to choose projects and assignments based on their level of learning and preferred learning style. Teachers use student portfolios and project-based learning to assess progress and understanding. Technology complements and engages students in the learning process. For example, the use of portable electronic student response systems allows all students to respond during class and receive immediate feedback. It is believed that challenging students and empowering them to make wise choices about their learning now prepares them for future opportunities.

6. Professional Development:

The Pima culture is focused on instructional improvement and provides teachers with varied opportunities to improve instruction. Pima teachers and administration look closely at the annual National Staff Development Council survey (NSDC) to plan collaboratively for the upcoming year. The annual School Improvement Plan (SIP) includes professional development.

Keeping in line with Pima's focus on teaching core programs with fidelity and integrity, the professional development offered ensures that teachers who are new to the campus are supported. All teachers are provided with the same professional development aligned with academic standards. This allows consistency throughout grade levels and special areas and is evidenced by a cohesive model demonstrated in all classrooms. This model of consistency sets the stage for learning expectations which are understood and embraced by Pima students, staff and families.

Pima's support for newly hired teachers is outstanding. Site specialists work to guide new teachers to make sure they are successful and effective. New teachers work closely with their grade level team as well as with specific mentor teachers; they meet weekly to collaborate, get new ideas, highlight new techniques and answer questions.

Vertical Articulation is an essential function for the success of each grade level. These meetings provide the grade levels the ability to openly communicate specific instructional needs on multiple occasions throughout the year. Teachers are empowered to discuss and align instruction accordingly through learning and sharing with each other. This also allows mapping of overall deficiencies in student abilities and achievement and the creation of a plan of action to better meet those needs.

Thinking Maps and Write from the Beginning are two identified core programs that are taught consistently at Pima. Strategically, the trainer of trainer model is implemented with a teacher expert at every level. Within grade level teams, teachers share ideas and model research-based instruction for colleagues on a consistent basis. Showcasing of student work is a major focus at Pima.

As Pima moves through the PLC journey, teachers actively participate in District and site trainings to increase their knowledge and understanding of PLC's. Differentiated Instruction (DI) is an emphasis at Pima. Last year, 15 on site hours were offered to include collaboration of participants and specialists in core subject areas working with teachers who committed to the DI series.

7. School Leadership:

The leadership philosophy at Pima is based on distributed leadership. The principal models and supports an environment of trust and focus, where collaboration among staff is embedded in the school culture. High expectations are the standard for teachers and students with a focus on instructional improvement and teaching the essential standards as delineated in the curriculum. Time is maximized to be spent on quality instruction, and the principal serves as an essential support for teachers and a barrier to distractions that take away from instruction. School decisions are made with faculty and community (PTO, Site Council) input that is in the best interest of the entire community.

As an example, Pima has a leadership team, Pima Professional Learning Community (Pima PLC), whose purpose is to focus on student learning. The Pima PLC works to implement the school's shared vision and mission. They collaborate with site and District specialists to make sound instructional decisions. The Pima PLC, led by the Pima Principal, meets bi-weekly to discuss data on every student to ensure that no student slips through the cracks. Data is collected and used to identify goals, assess organizational effectiveness, and promote organizational learning. Interventions start and end with student achievement. If a student is not achieving at the desired level, the team focuses on the appropriate interventions to improve achievement.

The principal engages the Pima community in a personalized and motivating learning environment. She models this by spending time with individual students to set high, realistic goals related to annual and daily assessments. Being visible and aware of the academic and personal needs of all is a strong leadership attribute of Pima's principal. This translates to the entire school community maintaining a personal interest with students, parents and staff understanding the importance of academic achievement.

The Pima principal celebrates and develops an appreciation for diversity by embracing the community's exceptional cultural, social and intellectual resources. By building and sustaining positive relationships with families and community partners, she champions high expectations for student learning as a collective endeavor, not something the school and teachers do alone.

At Pima, a culture of professionalism exists due to the clear and consistent expectation that all individuals are responsible for student learning. Leadership is distributed in all aspects in the organization with a relentless focus on student achievement. No Pima student or staff member underperforms.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Arizona Instrument to Measure Standards

Edition/Publication Year: 2010 Publisher: CTB

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets+Exceeds	79	90	91	91	83
Exceeds	36	38	40	32	29
Number of students tested	90	98	100	78	80
Percent of total students tested	97	98	99	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets+Exceeds	75	83	84	85	76
Exceeds	25	31	28	18	24
Number of students tested	44	48	32	40	34
2. African American Students					
Meets+Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets+Exceeds	47	73	65	69	76
Exceeds	18	7	12	23	6
Number of students tested	17	15	17	26	17
4. Special Education Students					
Meets+Exceeds	31	42			40
Exceeds	23	37			30
Number of students tested	13	19			10
5. English Language Learner Students					
Meets+Exceeds	45			86	
Exceeds	0			14	
Number of students tested	11			14	
6. White					
Meets+Exceeds	85	96	96	95	82
Exceeds	44	50	47	41	41
Number of students tested	54	68	70	39	51
NOTES:					

11AZ6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Arizona Instrument to Measure Standards

Edition/Publication Year: 2007 Publisher: CTB

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets+Exceeds	82	86	88	86	78
Exceeds	26	21	29	37	23
Number of students tested	90	98	100	78	80
Percent of total students tested	97	98	99	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets+Exceeds	80	81	78	80	68
Exceeds	20	15	19	20	9
Number of students tested	44	48	32	40	34
2. African American Students					
Meets+Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets+Exceeds	65	73	71	81	76
Exceeds	12	0	6	19	12
Number of students tested	17	15	17	26	17
4. Special Education Students					
Meets+Exceeds	69	58			60
Exceeds	0	21			10
Number of students tested	13	19			10
5. English Language Learner Students					
Meets+Exceeds	27			79	
Exceeds	0			14	
Number of students tested	11			14	
6. White					
Meets+Exceeds	94	90	93	92	78
Exceeds	33	31	37	54	29
Number of students tested	54	68	70	39	51
NOTES:					

11AZ6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Arizona Instrument to Measure Standards

Edition/Publication Year: 2010 Publisher: CTB

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets+Exceeds	81	87	92	83	78
Exceeds	38	47	48	45	39
Number of students tested	107	110	84	89	79
Percent of total students tested	99	98	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets+Exceeds	54	78	93	75	63
Exceeds	31	41	38	28	10
Number of students tested	54	37	42	40	30
2. African American Students					
Meets+Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets+Exceeds	74	75	92	79	58
Exceeds	21	31	38	32	25
Number of students tested	19	16	26	19	12
4. Special Education Students					
Meets+Exceeds	57	42	55	62	
Exceeds	14	17	18	15	
Number of students tested	21	12	11	13	
5. English Language Learner Students					
Meets+Exceeds			75		
Exceeds			17		
Number of students tested			12		
6. White					
Meets+Exceeds	91	90	96	89	80
Exceeds	49	54	61	56	41
Number of students tested	69	72	46	55	51
NOTES:					

11AZ6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Arizona Instrument to Measure Standards

Edition/Publication Year: 2007 Publisher: CTB

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets+Exceeds	86	85	83	83	72
Exceeds	22	27	24	24	19
Number of students tested	107	110	84	89	79
Percent of total students tested	99	98	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets+Exceeds	81	76	83	75	57
Exceeds	15	22	17	10	0
Number of students tested	54	37	42	40	30
2. African American Students					
Meets+Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets+Exceeds	79	75	77	89	50
Exceeds	5	13	8	16	8
Number of students tested	19	16	26	19	12
4. Special Education Students					
Meets+Exceeds	62	50	36	46	
Exceeds	0	8	0	8	
Number of students tested	21	12	11	13	
5. English Language Learner Students					
Meets+Exceeds			67		
Exceeds			0		
Number of students tested			12		
6. White					
Meets+Exceeds	90	88	93	82	75
Exceeds	30	29	39	31	20
Number of students tested	69	72	46	55	51
NOTES:					

11AZ6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Arizona Instrument to Measure Standards

Edition/Publication Year: 2010 Publisher: CTB

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets+Exceeds	75	82	89	83	81
Exceeds	40	37	54	58	33
Number of students tested	97	93	84	76	90
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets+Exceeds	59	81	83	67	75
Exceeds	38	28	34	25	20
Number of students tested	32	47	35	24	40
2. African American Students					
Meets+Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets+Exceeds	71	74	90	90	69
Exceeds	43	19	50	40	13
Number of students tested	14	27	20	10	16
4. Special Education Students					
Meets+Exceeds	38	53	64	17	38
Exceeds	15	6	14	0	6
Number of students tested	13	17	14	12	16
5. English Language Learner Students					
Meets+Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets+Exceeds	82	87	91	82	89
Exceeds	40	44	58	62	42
Number of students tested	65	52	53	50	57
NOTES:					

11AZ6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Arizona Instrument to Measure Standards

Edition/Publication Year: 2007 Publisher: CTB

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets+Exceeds	91	87	90	93	83
Exceeds	11	23	25	30	31
Number of students tested	97	93	84	76	90
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets+Exceeds	84	85	86	92	75
Exceeds	9	13	17	13	28
Number of students tested	32	47	35	24	40
2. African American Students					
Meets+Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets+Exceeds	86	85	85	100	69
Exceeds	14	19	15	10	13
Number of students tested	14	27	20	10	16
4. Special Education Students					
Meets+Exceeds	54	53	71	75	44
Exceeds	8	0	14	0	6
Number of students tested	13	17	14	12	16
5. English Language Learner Students					
Meets+Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets+Exceeds	91	88	94	94	93
Exceeds	12	29	32	36	37
Number of students tested	65	52	53	50	57
NOTES:					

11AZ6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Arizona Instrument to Measure Standards

Edition/Publication Year: 2010 Publisher: CTB

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets+Exceeds	75	87	92	75	82
Exceeds	40	38	35	35	31
Number of students tested	93	84	65	92	114
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets+Exceeds	76	77	70	64	74
Exceeds	36	23	19	25	11
Number of students tested	45	31	27	44	38
2. African American Students					
Meets+Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets+Exceeds	64	89		55	70
Exceeds	32	21		25	9
Number of students tested	28	19		20	23
4. Special Education Students					
Meets+Exceeds	20	67	42	44	50
Exceeds	10	13	8	19	5
Number of students tested	10	15	12	16	20
5. English Language Learner Students					
Meets+Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets+Exceeds	82	85	80	88	90
Exceeds	40	45	38	46	40
Number of students tested	50	55	45	52	77
NOTES:					

11AZ6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Arizona Instrument to Measure Standards

Edition/Publication Year: 2007 Publisher: CTB

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets+Exceeds	89	93	88	84	83
Exceeds	16	11	15	17	14
Number of students tested	93	84	65	92	114
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets+Exceeds	91	90	81	75	6
Exceeds	9	6	4	14	5
Number of students tested	45	31	27	44	38
2. African American Students					
Meets+Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets+Exceeds	89	89		70	70
Exceeds	7	0		0	4
Number of students tested	28	19		20	23
4. Special Education Students					
Meets+Exceeds	50	80	58	56	45
Exceeds	0	0	0	6	0
Number of students tested	10	15	12	16	20
5. English Language Learner Students					
Meets+Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets+Exceeds	92	93	89	92	91
Exceeds	18	15	20	29	18
Number of students tested	50	55	45	52	77
NOTES:					

11AZ6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets+Exceeds	78	86	88	83	81
Exceeds	39	40	44	42	33
Number of students tested	387	385	333	335	363
Percent of total students tested	98	99	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets+Exceeds	71	80	84	73	73
Exceeds	32	31	31	24	16
Number of students tested	175	163	136	148	142
2. African American Students					
Meets+Exceeds	57	83	80	81	84
Exceeds	24	22	20	19	20
Number of students tested	21	23	15	21	25
3. Hispanic or Latino Students					
Meets+Exceeds	68	79	85	79	71
Exceeds	28	19	33	28	12
Number of students tested	78	77	72	75	68
4. Special Education Students					
Meets+Exceeds	46	62	57	43	42
Exceeds	16	19	12	11	9
Number of students tested	57	63	42	47	55
5. English Language Learner Students					
Meets+Exceeds	45	50	71	57	36
Exceeds	3	0	14	7	0
Number of students tested	31	20	28	30	14
6. White					
Meets+Exceeds	85	90	91	88	86
Exceeds	44	49	51	52	41
Number of students tested	238	247	214	196	236
NOTES:					

11AZ6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	87	88	87	86	80
Exceeds	19	21	24	27	21
Number of students tested	387	385	333	335	363
Percent of total students tested	98	99	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	84	83	82	79	67
Exceeds	14	14	15	14	11
Number of students tested	175	163	136	148	142
2. African American Students					
Meets + Exceeds	76	87	73	81	76
Exceeds	5	4	0	0	12
Number of students tested	21	23	15	21	25
3. Hispanic or Latino Students					
Meets + Exceeds	81	82	79	84	68
Exceeds	9	9	8	12	9
Number of students tested	78	77	72	75	68
4. Special Education Students					
Meets + Exceeds	60	60	60	55	40
Exceeds	2	8	7	6	4
Number of students tested	57	63	42	47	55
5. English Language Learner Students					
Meets + Exceeds	45	45	61	70	14
Exceeds	0	0	0	7	0
Number of students tested	31	20	28	30	14
6. White					
Meets + Exceeds	92	89	93	90	85
Exceeds	24	26	33	36	25
Number of students tested	238	247	214	196	236
NOTES:					

11AZ6